Academic Program Review

ACADEMIC YEAR	2014	☐ Basic Skills ☐ Transfer ☒ Career Technical Education (CTE)
PROGRAM	Administration of Justice	
DEPARTMENT	Public Safety Department	
DIVISION	Economic and Workforce Development Division	
SUBMITTER	Edward Wells, Coordinator, MBA, MPA, BA	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Identify and hire a full-time faculty member to facilitate teaching and improve upon the overall effectiveness of the program. Being more accessible to our students and offering stability to the entire program. 1. Currently there is only one full time faculty member and multiple part-time instructors that are teaching a variety of classes in the mornings, afternoons and evenings. 2. This reliance upon part time faculty has resulted in a limited availability of that faculty to our student population. 3. This interaction between the teacher and the student is the key to developing these students through their academic lives and assisting when necessary so our students are better able to comprehend the lessons and the overall scope of the materials being taught. 4. Full time faculty are better able to facilitate this journey for our students and are available to meet with them to help them on their way to success.	☒ 1 ☒ 2 ☒ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** We are in the process of interviews and the eventual hire of a full time tenure track faculty member. That person should be identified and in place before the fall semester of 2014. We hired a full time temporary faculty member this past year and it was very successful.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Develop a Pathway to assist students in reaching their goal in either a transfer to the University or a Degree/Certificate within the major. 1. Provide semester by semester direction so the student will know what classes to take and when to take them to maximize their potential for success.	☒ 1 ☒ 2 ☒ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The Pathways have been completed will be in place for the fall semester.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: 1. Make required classes available at a variety of times more conducive to student participation. 2. Monitor class enrollment to ensure low enrollment classes are identified and consolidated to better serve the student population.	☒ 1 ☒ 2 ☒ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** 1. The coordinated effort with the Office of Instruction has resulted in a better spread of classes over the academic week. We have also adapted the one day a week format into some of our morning and afternoon time slots. This format facilitates classroom availability and is very popular with our student population. 2. The continued monitoring of class enrollment and consolidation, when necessary, has resulted in less waste and more efficiency within the Department.	

Comments:

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

Fiscal Year Planning	Program	Total Completions	IVC Completion Rate	State Avg. Completion Rate
2013-2014	Administration of Justice	129/163	79.14%	82.83%
2012-2013	Administration of Justice	118/137	86.13%	83.79%
2011-2012	Administration of Justice	90/114	78.95%	83.02%

Fiscal Year Planning	Program	Persistence	IVC Persistence Rate	State Avg. Persistence Rate
2013-2014	Administration of Justice	296/356	83.15%	88.66%
2012-2013	Administration of Justice	274/303	90.43%	88.94%
2011-2012	Administration of Justice	203/241	84.23%	86.23%

Year	Program	Placements	IVC Placement Rate	State Avg. Placement Rate
2013-2014	Administration of Justice	83/83	100%	79.81%
2012-2013	Administration of Justice	72/72	100%	76.83%
2011-2012	Administration of Justice	56/56	100%	81.24%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
AJ100	2012-2013	16	32	35	91.25%
AJ100	2011-2012	7	35	35	100%
AJ100	2010-2011	13	34.5	34	100.22%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
AJ102	2012-2013	9	32	35	92.38%
AJ102	2011-2012	5	34.6	35	98.86%
AJ102	2010-2011	6	34.3	35	98%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
AJ104	2012-2013	7	29	35	81.63%
AJ104	2011-2012	5	37.8	35	108%
AJ104	2010-2011	6	37	35	105.71%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
AJ106	2012-2013	7	27	35	77.55%
AJ106	2011-2012	5	35	35	100%
AJ106	2010-2011	7	31.4	35	90.91%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
AJ108	2012-2013	5	26	35	74.29%
AJ108	2011-2012				
AJ108	2010-2011				

Course	Year	Sections	Avg. Class	CAP	Fill Rate
AJ110	2012-2013	5	26	35	73%
AJ110	2011-2012	4	35.25	35	100.71%
AJ110	2010-2011	6	36.7	34	107.32%

Course	Year	Sections	Avg. Class	CAP	Fill Rate
AJ123	2012-2013				
AJ123	2011-2012	2	38	35	108.57%
AJ123	2010-2011	4	37.3	35	106.43%

	2012-2013		2011-2012		2010-2011	
	Degrees	Certificates	Degrees	Certificates	Degrees	Certificates
Administration of Justice	63	13	54	10	35	5

Year	FTES	FTEF	FTES/FTEF
2012-2013	234.5	14.7	15.95
2011-2012	156.1	8.74	17.86
2010-2011	237.2	13.2	17.97

Administration of Justice								
Term	Course	Title	# of Sections	Fill Rate	Enrollment	Success	Completion	WSCH/FTEF
Fall 2010	AJ100	Intro to the Admin of Justice	6	100%	208	62%	89%	520
Spring 2011	AJ100	Intro to the Admin of Justice	7	100%	240	69%	92%	514.29
Fall 2011	AJ100	Intro to the Admin of Justice	4	97%	136	65%	87%	510
Spring 2012	AJ100	Intro to the Admin of Justice	3	104%	109	52%	85%	545
Fall 2012	AJ100	Intro to the Admin of Justice	8	97%	272	72%	92%	510
Spring 2013	AJ100	Intro to the Admin of Justice	8	85%	239	67%	85%	448.13
Fall 2010	AJ102	Concepts of Criminal Law	3	91%	96	54%	84%	480
Spring 2011	AJ102	Concepts of Criminal Law	3	105%	110	65%	85%	550
Fall 2011	AJ102	Concepts of Criminal Law	3	107%	112	82%	95%	560
Spring 2012	AJ102	Concepts of Criminal Law	2	87%	61	59%	72%	457.5
Fall 2012	AJ102	Concepts of Criminal Law	5	87%	153	68%	84%	459
Spring 2013	AJ102	Concepts of Criminal Law	4	99%	138	69%	90%	517.5
Fall 2010	AJ104	Legal Aspects of Evidence	3	110%	116	59%	83%	580
Spring 2011	AJ104	Legal Aspects of Evidence	3	101%	106	54%	83%	530
Fall 2011	AJ104	Legal Aspects of Evidence	3	108%	113	59%	80%	565

Spring 2012	AJ104	Legal Aspects of Evidence	2	109%	76	62%	86%	570
Fall 2012	AJ104	Legal Aspects of Evidence	4	73%	102	87%	98%	382.5
Spring 2013	AJ104	Legal Aspects of Evidence	3	93%	98	79%	87%	490
Fall 2010	AJ106	Prin & Proc of the Just System	3	103%	105	80%	94%	525
Spring 2011	AJ106	Prin & Proc of the Just System	4	82%	115	59%	85%	431.25
Fall 2011	AJ106	Prin & Proc of the Just System	3	103%	108	70%	99%	540
Spring 2012	AJ106	Prin & Proc of the Just System	2	96%	67	70%	85%	502.5
Fall 2012	AJ106	Prin & Proc of the Just System	4	60%	84	79%	95%	315
Spring 2013	AJ106	Prin & Proc of the Just System	3	101%	106	75%	89%	530
Fall 2012	AJ108	Public Safety Report Writing	3	65%	68	54%	85%	340
Spring 2013	AJ108	Public Safety Report Writing	2	89%	62	100%	106%	465
Fall 2010	AJ110	L.E. Community Relations	2	93%	65	75%	83%	487.5
Spring 2011	AJ110	L.E. Community Relations	3	100%	100	83%	94%	500
Fall 2011	AJ110	Law Enf Community Relations	2	113%	79	91%	94%	592.5
Spring 2012	AJ110	Law Enf Community Relations	2	89%	62	89%	95%	465
Fall 2012	AJ110	Law Enf Community Relations	3	60%	63	68%	81%	315
Spring 2013	AJ110	Law Enf Community Relations	2	93%	65	102%	105%	487.5
Fall 2010	AJ120	Public Safety Communications	3	100%	105	73%	85%	525
Spring 2011	AJ120	Public Safety Communications	3	84%	88	70%	91%	440
Fall 2011	AJ120	Public Safety Report Writing	2	119%	83	77%	86%	622.5
Spring 2012	AJ120	Public Safety Report Writing	2	96%	67	64%	93%	502.5

Spring 2011	AJ121	Police Field Operations	2	99%	69	94%	97%	517.5
Spring 2012	AJ121	Law Enforcement Field Ops	1	111%	39	118%	123%	585
Fall 2012	AJ121	Law Enforcement Field Ops	1	89%	31	74%	87%	465
Spring 2013	AJ121	Law Enforcement Field Ops	1	91%	32	78%	97%	480
Fall 2010	AJ122	Criminal Investigation	1	106%	37	65%	84%	555
Spring 2011	AJ122	Criminal Investigation	2	101%	71	66%	89%	532.5
Spring 2012	AJ122	Criminal Investigation	1	100%	35	86%	91%	525
Fall 2010	AJ123	Juvenile Control	2	106%	74	72%	92%	555
Spring 2011	AJ123	Juvenile Control	2	107%	75	61%	93%	562.5
Fall 2011	AJ123	Juvenile Control	1	106%	37	62%	76%	555
Spring 2012	AJ123	Juvenile Control	1	111%	39	77%	95%	585
Fall 2010	AJ124	Criminology	1	103%	36	67%	92%	540
Spring 2011	AJ124	Criminology	2	114%	80	64%	93%	600
Spring 2012	AJ124	Criminology	1	149%	52	113%	117%	780
Fall 2010	AJ141	Arrest and Firearms	5	92%	143	83%	89%	496.6
Spring 2011	AJ141	Arrest and Firearms	2	61%	43	70%	81%	327.18
Fall 2011	AJ141	Arrest and Firearms	2	70%	35	100%	100%	266.31
Spring 2012	AJ141	Arrest and Firearms	2	60%	30	87%	87%	228.27
Fall 2012	AJ141	Arrest and Firearms	1	140%	35	74%	77%	517.71
Spring 2013	AJ141	Arrest and Firearms	1	104%	26	85%	92%	384.58
Fall 2010	AJ142	Reserve Officer Level III	1	126%	44	84%	86%	656.72

Spring 2011	AJ142	Reserve Officer Level III	1	120%	42	81%	83%	626.87
Fall 2011	AJ142	RBC Level III	1	109%	38	87%	87%	567.16
Spring 2012	AJ142	RBC Level III	1	89%	31	90%	90%	462.69
Fall 2010	AJ144	Reserve Officer Level II	1	63%	22	91%	91%	330
Spring 2011	AJ144	Reserve Officer Level II	1	89%	31	100%	100%	465
Fall 2011	AJ144	RBC Level II	1	63%	22	100%	100%	330
Spring 2012	AJ144	RBC Level II	1	77%	27	93%	93%	405
Fall 2012	AJ160	RBC Level III	1	126%	44	93%	93%	656.72
Spring 2013	AJ160	RBC Level III	1	97%	34	79%	82%	507.46
Fall 2012	AJ162	RBC Level II	1	51%	18	89%	89%	270
Spring 2013	AJ162	RBC Level II	1	120%	30	73%	73%	450
Fall 2012	AJ222	Criminal Investigation	1	97%	34	88%	91%	510
Spring 2013	AJ222	Criminal Investigation	1	89%	31	71%	77%	465
Fall 2012	AJ223	Juvenile Control	2	81%	57	70%	96%	427.5
Spring 2013	AJ223	Juvenile Control	1	100%	35	66%	89%	525
Fall 2012	AJ224	Criminology	1	100%	35	83%	89%	525
Spring 2013	AJ224	Criminology	1	117%	41	95%	95%	615

The trends have shown that the program is strong. The growth we enjoyed last year was a result of an increase in the number of students enrolled in the Administration of Justice program for their Major. This increase has benefited the entire program and causes increases in other programs, such as the Correctional Science and P.O.S.T. programs.

b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

Administration of Justice

Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size	FTES	FTEF	WSCH/FTEF	Success	Retention	Day Classes	Extend Day Classe
Fall 2010	1051	99%	31	1059	34.16	33.9	128	7.31	702.24	70%	88%	14	17
Fall 2011	763	102%	22	750	34.09	34.68	103	5.63	589.18	75%	90%	14	8
Fall 2012	996	82%	35	1215	34.71	28.46	124	8.21	483.21	74%	89%	19	16
Spring 2011	1170	96%	35	1215	34.71	33.43	137	8.23	567.97	69%	89%	18	17
Spring 2012	695	97%	21	715	34.05	33.1	97.3	5.43	562.22	76%	92%	12	9
Spring 2013	937	94%	29	995	34.31	32.31	114	7.01	548.7	77%	90%	19	10
% Change from Fall 2010 to Fall 2012	-5%	-17%	13%	15%	2%	-16%	-3%	12%	-31%	6%	2%	36%	-6%
% Change from Spring 2011 to Spring 2013	-20%	-2%	-17%	-18%	-1%	-3%	-17%	-15%	-3%	11%	1%	6%	-41%

Our WSCH/FTEF numbers are consistently high. We have managed to retain a high interest by the student population. Additionally, we voluntarily increased our cap size, because of the popularity of our instructors and courses.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Administration of Justice											
Term	CRN	Course	Inst Method	Duration	Session	Instructor	Enrolled	Drops	Success	Retention	AVE GPA
Fall 2010	10322	AJ100	F2F	Full Term	Day	Marcuson	37	6	62%	84%	2.16
Fall 2010	10323	AJ100	F2F	Full Term	Day	Marcuson	40	3	68%	93%	2.03
Fall 2010	10324	AJ100	F2F	Full Term	Eve	Serrano	32	4	38%	88%	1.43
Fall 2010	10325	AJ100	F2F	Full Term	Eve	Monge	34	3	82%	91%	2.77
Fall 2010	10344	AJ100	OL	Full Term	Eve	Mendez	32	3	47%	91%	1.62
Fall 2010	10463	AJ100	F2F	Full Term	Eve	Marcuson	33	3	73%	91%	2.00
Spring 2011	20231	AJ100	F2F	Full Term	Eve	Messick	35	4	77%	89%	2.81
Spring 2011	20237	AJ100	F2F	Full Term	Day	Marcuson	34	8	44%	76%	1.50
Spring 2011	20240	AJ100	F2F	Full Term	Day	Marcuson	37	6	51%	84%	1.97
Spring 2011	20253	AJ100	F2F	Full Term	Day	Rodriguez	39	-8	108%	121%	2.89
Spring 2011	20268	AJ100	F2F	Full Term	Eve	Marcuson	36	4	58%	89%	1.91
Spring 2011	20371	AJ100	OL	Full Term	Eve	Mendez	29	3	55%	90%	2.38
Spring 2011	20942	AJ100	F2F	Full Term	Eve	Monge	30	2	83%	93%	2.54
Fall 2011	10451	AJ100	F2F	Full Term	Day	Marcuson	37	4	68%	89%	1.97
Fall 2011	10453	AJ100	F2F	Full Term	Day	Marcuson	37	4	62%	89%	1.97
Fall 2011	10459	AJ100	F2F	Full Term	Eve	Marcuson	36	6	56%	83%	1.97
Fall 2011	10677	AJ100	F2F	Full Term	Eve	Madueno	26	4	77%	85%	2.82
Spring 2012	20005	AJ100	F2F	Full Term	Day	Marcuson	35	5	51%	86%	1.73
Spring 2012	20008	AJ100	F2F	Full Term	Day	Marcuson	39	8	46%	79%	1.84
Spring 2012	20013	AJ100	F2F	Full Term	Eve	Marcuson	35	3	60%	91%	2.03
Fall 2012	10314	AJ100	F2F	Full Term	Day	Capeci	38	3	74%	92%	3.06
Fall 2012	10573	AJ100	F2F	Full Term	Day	Marcuson	37	3	81%	92%	2.53
Fall 2012	10574	AJ100	F2F	Full Term	Day	Marcuson	38	3	55%	92%	1.71
Fall 2012	10575	AJ100	F2F	Full Term	Eve	Granish	34	1	76%	97%	2.91
Fall 2012	10576	AJ100	F2F	Full Term	Eve	Nakamura	29	1	66%	97%	1.96
Fall 2012	10924	AJ100	F2F	Full Term	Day	Sanchez-Banda	40	3	93%	93%	3.00

Fall 2012	10999	AJ100	F2F	Full Term	Day	Myles-Wells	35	5	63%	86%	2.23
Fall 2012	11000	AJ100	F2F	Full Term	Eve	Clayton	21	2	57%	90%	2.32
Spring 2013	20101	AJ100	F2F	Full Term	Day	Myles-Wells	36	8	67%	78%	2.32
Spring 2013	20103	AJ100	F2F	Full Term	Day	Rodriguez	31	5	84%	84%	3.12
Spring 2013	20112	AJ100	F2F	Full Term	Day	Serrano	25	4	60%	84%	2.62
Spring 2013	20114	AJ100	F2F	Full Term	Day	Capeci	29	3	72%	90%	2.12
Spring 2013	20115	AJ100	F2F	Full Term	Day	Marcuson	36	10	44%	72%	1.77
Spring 2013	20116	AJ100	F2F	Full Term	Day	Marcuson	33	2	58%	94%	1.87
Spring 2013	20121	AJ100	F2F	Full Term	Eve	Clayton	25	2	68%	92%	2.52
Spring 2013	20128	AJ100	F2F	Full Term	Day	Sanchez-Banda	24	1	96%	96%	3.17
Fall 2010	10329	AJ102	F2F	Full Term	Eve	Staton	32	6	50%	81%	1.65
Fall 2010	10330	AJ102	F2F	Full Term	Day	Beckley	29	2	62%	93%	2.04
Fall 2010	10345	AJ102	OL	Full Term	Eve	Mendez	30	6	53%	80%	2.00
Spring 2011	20241	AJ102	F2F	Full Term	Day	Beckley	35	4	54%	89%	1.90
Spring 2011	20248	AJ102	F2F	Full Term	Eve	Staton	35	7	69%	80%	2.39
Spring 2011	20373	AJ102	OL	Full Term	Eve	Mendez	35	5	71%	86%	2.50
Fall 2011	10448	AJ102	F2F	Full Term	Day	Wells	42	-5	110%	112%	3.40
Fall 2011	10571	AJ102	F2F	Full Term	Eve	Staton	37	5	54%	86%	1.81
Fall 2011	10736	AJ102	F2F	Full Term	Day	Wells	33	6	79%	82%	3.37
Spring 2012	20017	AJ102	F2F	Full Term	Eve	Staton	35	6	77%	83%	2.31
Spring 2012	20126	AJ102	OL	Full Term	Eve	Beckley	26	11	35%	58%	1.87
Fall 2012	10577	AJ102	F2F	Full Term	Day	Wells	38	4	82%	89%	3.53

Fall 2012	10578	AJ102	F2F	Full Term	Eve	Madueno	23	7	70%	70%	3.63
Fall 2012	10579	AJ102	F2F	Full Term	Day	Capeci	37	5	68%	86%	2.69
Fall 2012	10580	AJ102	F2F	Full Term	Day	Beckley	34	5	62%	85%	1.93
Fall 2012	10927	AJ102	F2F	Full Term	Eve	Van Driessche	21	4	52%	81%	1.94
Spring 2013	20108	AJ102	F2F	Full Term	Eve	Madueno	31	4	74%	87%	2.74
Spring 2013	20111	AJ102	F2F	Full Term	Day	Rodriguez	40	3	88%	93%	2.97
Spring 2013	20113	AJ102	F2F	Full Term	Day	Beckley	39	3	54%	92%	1.75
Spring 2013	20120	AJ102	F2F	Full Term	Eve	Nakamura	28	4	57%	86%	2.17
Fall 2010	10331	AJ104	F2F	Full Term	Day	Marcuson	38	5	63%	87%	2.00
Fall 2010	10332	AJ104	F2F	Full Term	Day	Marcuson	40	0	83%	100%	2.40
Fall 2010	10333	AJ104	F2F	Full Term	Eve	Staton	38	15	32%	61%	1.78
Spring 2011	20238	AJ104	F2F	Full Term	Day	Marcuson	36	5	44%	86%	1.35
Spring 2011	20252	AJ104	F2F	Full Term	Day	Marcuson	37	1	78%	97%	1.89
Spring 2011	20275	AJ104	F2F	Full Term	Eve	Staton	33	12	36%	64%	1.71
Fall 2011	10452	AJ104	F2F	Full Term	Day	Marcuson	40	7	60%	83%	2.45
Fall 2011	10454	AJ104	F2F	Full Term	Day	Marcuson	36	7	64%	81%	2.28
Fall 2011	10831	AJ104	F2F	Full Term	Eve	Staton	37	9	54%	76%	2.25
Spring 2012	20007	AJ104	F2F	Full Term	Day	Marcuson	36	3	67%	92%	2.12
Spring 2012	20010	AJ104	F2F	Full Term	Day	Marcuson	40	8	58%	80%	2.28
Fall 2012	10582	AJ104	F2F	Full Term	Day	Rodriguez	36	-9	114%	125%	3.00
Fall 2012	10583	AJ104	F2F	Full Term	Eve	Staton	15	5	67%	67%	3.00
Fall 2012	10584	AJ104	F2F	Full Term	Eve	Messick	35	4	74%	89%	2.13
Fall 2012	10925	AJ104	F2F	Full Term	Day	Myles-Wells	16	2	75%	88%	2.43
Spring 2013	20106	AJ104	F2F	Full Term	Day	Messick	33	2	88%	94%	2.52
Spring 2013	20110	AJ104	F2F	Full Term	Eve	Staton	21	10	48%	52%	3.09
Spring 2013	20130	AJ104	F2F	Full Term	Eve	Wells	44	1	86%	98%	3.28
Fall 2010	10268	AJ106	F2F	Full Term	Day	Wells	41	2	88%	95%	3.28
Fall 2010	10346	AJ106	OL	Full Term	Eve	Rodriguez	25	1	60%	96%	1.92

Fall 2010	10348	AJ106	F2F	Full Term	Eve	Monge	39	3	85%	92%	3.08
Spring 2011	20265	AJ106	F2F	Full Term	Day	Singh	30	4	73%	87%	2.58
Spring 2011	20364	AJ106	F2F	Full Term	Day	Serrano	32	1	66%	97%	2.29
Spring 2011	20372	AJ106	OL	Full Term	Eve	Rodriguez	25	8	36%	68%	1.53
Spring 2011	20835	AJ106	F2F	Full Term	Day	Capeci	28	4	57%	86%	1.96
Fall 2011	10441	AJ106	F2F	Full Term	Day	Capeci	42	4	64%	90%	2.05
Fall 2011	10570	AJ106	F2F	Full Term	Day	Serrano	33	0	76%	100%	2.52
Fall 2011	10737	AJ106	OL	Full Term	Eve	Rodriguez	33	-3	73%	109%	2.14
Spring 2012	20065	AJ106	F2F	Full Term	Eve	Crankshaw	33	0	97%	100%	3.55
Spring 2012	20128	AJ106	OL	Full Term	Eve	Rodriguez	34	10	44%	71%	2.04
Fall 2012	10589	AJ106	F2F	Full Term	Day	Serrano	19	1	63%	95%	2.50
Fall 2012	10590	AJ106	F2F	Full Term	Day	Granish	24	1	79%	96%	2.83
Fall 2012	10593	AJ106	F2F	Full Term	Eve	Rodriguez	22	0	95%	100%	3.05
Fall 2012	10928	AJ106	F2F	Full Term	Eve	Van Driessche	19	2	74%	89%	2.24
Spring 2013	20100	AJ106	F2F	Full Term	Day	Myles-Wells	34	6	62%	82%	2.14
Spring 2013	20126	AJ106	F2F	Full Term	Day	Wells	39	5	82%	87%	3.76
Spring 2013	20127	AJ106	F2F	Full Term	Day	Tabarez	33	1	79%	97%	2.94
Fall 2012	10339	AJ108	F2F	Full Term	Eve	Mason	15	5	53%	67%	3.10
Fall 2012	10595	AJ108	F2F	Full Term	Day	Capeci	24	3	67%	88%	2.33
Fall 2012	10597	AJ108	F2F	Full Term	Day	Serrano	29	2	45%	93%	1.74
Spring 2013	20104	AJ108	F2F	Full Term	Day	Granish	35	0	89%	100%	3.11
Spring 2013	20118	AJ108	F2F	Full Term	Day	Capeci	27	-4	115%	115%	3.26
Fall 2010	10269	AJ110	F2F	Full Term	Day	Wells	55	2	89%	96%	3.13
Fall 2010	10334	AJ110	F2F	Full Term	Eve	Messick	33	3	82%	91%	3.30
Fall 2010	10335	AJ110	F2F	Full Term	Eve	Madueno	32	8	69%	75%	3.17

Spring 2011	20235	AJ110	F2F	Full Term	Day	Messick	33	5	70%	85%	2.89
Spring 2011	20251	AJ110	F2F	Full Term	Eve	Madueno	30	0	87%	100%	3.03
Spring 2011	20948	AJ110	F2F	Full Term	Eve	Monge	37	1	92%	97%	3.11
Fall 2011	10456	AJ110	F2F	Full Term	Day	Messick	38	1	97%	97%	3.70
Fall 2011	10458	AJ110	F2F	Full Term	Day	Monge	41	4	85%	90%	3.22
Spring 2012	20018	AJ110	F2F	Full Term	Eve	Madueno	31	3	84%	90%	3.43
Spring 2012	20183	AJ110	F2F	Full Term	Day	Granish	31	0	94%	100%	3.32
Fall 2012	10307	AJ110	F2F	Full Term	Eve	Messick	15	1	87%	93%	3.29
Fall 2012	10342	AJ110	F2F	Full Term	Eve	Madueno	24	6	54%	75%	2.11
Fall 2012	10594	AJ110	F2F	Full Term	Day	Tabarez	24	5	71%	79%	2.95
Spring 2013	20105	AJ110	F2F	Full Term	Day	Granish	37	-7	114%	119%	3.23
Spring 2013	20107	AJ110	F2F	Full Term	Eve	Crankshaw	28	4	86%	86%	3.42
Fall 2010	10270	AJ120	F2F	Full Term	Day	Rodriguez	47	1	98%	98%	2.76
Fall 2010	10336	AJ120	F2F	Full Term	Day	Singh	26	3	69%	88%	2.65
Fall 2010	10347	AJ120	OL	Full Term	Eve	Mendez	25	10	36%	60%	1.60
Spring 2011	20246	AJ120	F2F	Full Term	Day	Singh	24	5	54%	79%	2.68
Spring 2011	20266	AJ120	F2F	Full Term	Day	Rodriguez	39	1	77%	97%	2.13
Spring 2011	20837	AJ120	OL	Full Term	Eve	Mendez	21	2	81%	90%	2.53
Fall 2011	11002	AJ120	F2F	Full Term	Day	Wells	42	8	76%	81%	3.18
Fall 2011	11003	AJ120	F2F	Full Term	Eve	Rodriguez	41	4	78%	90%	2.51
Spring 2012	20031	AJ120	F2F	Full Term	Day	Capeci	31	3	81%	90%	2.82
Spring 2012	20247	AJ120	F2F	Full Term	Day	Serrano	36	2	50%	94%	1.76
Spring 2011	21024	AJ121	F2F	Full Term	Day	Wells	39	1	95%	97%	3.89

Spring 2011	21025	AJ121	F2F	Full Term	Eve	Crankshaw	30	1	93%	97%	3.24
Spring 2012	20060	AJ121	F2F	Full Term	Day	Wells	39	-9	118%	123%	3.54
Fall 2012	10340	AJ121	F2F	Full Term	Eve	Mason	31	4	74%	87%	2.37
Spring 2013	20129	AJ121	F2F	Full Term	Eve	Van Driessche	32	1	78%	97%	2.32
Fall 2010	10338	AJ122	F2F	Full Term	Eve	Mason	37	6	65%	84%	2.42
Spring 2011	20232	AJ122	F2F	Full Term	Eve	Mason	33	5	61%	85%	2.32
Spring 2011	20300	AJ122	F2F	Full Term	Day	Tabarez	38	3	71%	92%	2.86
Spring 2012	20066	AJ122	F2F	Full Term	Eve	Mason	35	3	86%	91%	3.22
Fall 2010	10340	AJ123	F2F	Full Term	Eve	Flores	37	3	62%	92%	2.00
Fall 2010	10462	AJ123	F2F	Full Term	Day	Marcuson	37	3	81%	92%	2.74
Spring 2011	20239	AJ123	F2F	Full Term	Day	Marcuson	37	3	68%	92%	2.12
Spring 2011	20280	AJ123	F2F	Full Term	Eve	Flores	38	2	55%	95%	1.64
Fall 2011	11069	AJ123	F2F	Full Term	Day	Marcuson	37	9	62%	76%	2.21
Spring 2012	20009	AJ123	F2F	Full Term	Day	Marcuson	39	2	77%	95%	2.46
Fall 2010	10341	AJ124	F2F	Full Term	Eve	Flores	36	3	67%	92%	2.15
Spring 2011	20270	AJ124	F2F	Full Term	Eve	Flores	35	2	46%	94%	1.48
Spring 2011	20335	AJ124	F2F	Full Term	Day	Wells	45	4	78%	91%	3.39
Spring 2012	20033	AJ124	F2F	Full Term	Day	Wells	52	-9	113%	117%	3.70
Fall 2010	10342	AJ141	F2F	Full Term	Day	Knapp	32	3	81%	91%	2.41
Fall 2010	10343	AJ141	F2F	Full Term	Day	Tabarez	32	7	69%	78%	2.96
Fall 2010	10351	AJ141	F2F	Full Term	Eve	Felix	35	5	80%	86%	2.77
Fall 2010	11135	AJ141	F2F	Short Term	Day	Knapp	22	1	95%	95%	2.81
Fall 2010	11136	AJ141	F2F	Short Term	Day	Wells	22	0	95%	100%	3.82

Fall 2010	11136	AJ141	F2F	Short Term	Day	Knapp	22	0	95%	100%	3.82
Spring 2011	20269	AJ141	F2F	Full Term	Eve	Felix	20	7	60%	65%	2.62
Spring 2011	20353	AJ141	F2F	Full Term	Day	Tabarez	23	1	78%	96%	2.55
Fall 2011	10455	AJ141	F2F	Full Term	Day	Tabarez	22	0	100%	100%	3.73
Fall 2011	10566	AJ141	F2F	Full Term	Eve	Felix	13	0	100%	100%	3.00
Spring 2012	20028	AJ141	F2F	Full Term	Eve	Felix	13	0	100%	100%	3.15
Spring 2012	20059	AJ141	F2F	Full Term	Day	Tabarez	17	4	76%	76%	4.00
Fall 2012	10769	AJ141	F2F	Full Term	Eve	Felix	35	8	74%	77%	2.96
Spring 2013	20122	AJ141	F2F	Full Term	Eve	Felix	26	2	85%	92%	2.71
Fall 2010	10337	AJ142	F2F	Full Term	Eve	Wells	44	6	84%	86%	3.68
Fall 2010	10337	AJ142	F2F	Full Term	Eve	Serrano	44	6	84%	86%	3.68
Spring 2011	20299	AJ142	F2F	Full Term	Day	Wells	42	7	81%	83%	3.89
Spring 2011	20299	AJ142	F2F	Full Term	Day	Capeci	42	7	81%	83%	3.89
Fall 2011	11004	AJ142	F2F	Full Term	Eve	Wells	38	5	87%	87%	4.00
Fall 2011	11004	AJ142	F2F	Full Term	Eve	Serrano	38	5	87%	87%	4.00
Spring 2012	20032	AJ142	F2F	Full Term	Day	Wells	31	3	90%	90%	3.86
Spring 2012	20032	AJ142	F2F	Full Term	Day	Capeci	31	3	90%	90%	3.86
Fall 2010	10267	AJ144	F2F	Full Term	Day	Wells	22	2	91%	91%	3.75
Fall 2010	10267	AJ144	F2F	Full Term	Day	Capeci	22	2	91%	91%	3.75
Spring 2011	20369	AJ144	F2F	Full Term	Eve	Wells	31	0	100%	100%	4.00
Spring 2011	20369	AJ144	F2F	Full Term	Eve	Serrano	31	0	100%	100%	4.00
Fall 2011	11005	AJ144	F2F	Full Term	Day	Wells	22	0	100%	100%	4.00
Fall 2011	11005	AJ144	F2F	Full Term	Day	Capeci	22	0	100%	100%	4.00

Spring 2012	20062	AJ144	F2F	Full Term	Eve	Wells	27	2	93%	93%	4.00
Spring 2012	20062	AJ144	F2F	Full Term	Eve	Serrano	27	2	93%	93%	4.00
Fall 2012	10771	AJ160	F2F	Full Term	Eve	Wells	44	3	93%	93%	3.83
Fall 2012	10771	AJ160	F2F	Full Term	Eve	Serrano	44	3	93%	93%	3.83
Spring 2013	20123	AJ160	F2F	Full Term	Day	Wells	34	6	79%	82%	3.86
Spring 2013	20123	AJ160	F2F	Full Term	Day	Tabarez	34	6	79%	82%	3.86
Fall 2012	10774	AJ162	F2F	Full Term	Day	Myles-Wells	18	2	89%	89%	4.00
Fall 2012	10774	AJ162	F2F	Full Term	Day	Wells	18	2	89%	89%	4.00
Fall 2012	10774	AJ162	F2F	Full Term	Day	Tabarez	18	2	89%	89%	4.00
Spring 2013	20124	AJ162	F2F	Full Term	Eve	Wells	30	8	73%	73%	4.00
Spring 2013	20124	AJ162	F2F	Full Term	Eve	Serrano	30	8	73%	73%	4.00
Fall 2012	10763	AJ222	F2F	Full Term	Day	Wells	34	3	88%	91%	3.65
Spring 2013	20109	AJ222	F2F	Full Term	Eve	Mason	31	7	71%	77%	3.38
Fall 2012	10764	AJ223	F2F	Full Term	Day	Marcuson	37	2	65%	95%	2.31
Fall 2012	10765	AJ223	F2F	Full Term	Eve	Flores	20	0	80%	100%	2.45
Spring 2013	20117	AJ223	F2F	Full Term	Day	Marcuson	35	4	66%	89%	2.29
Fall 2012	10766	AJ224	F2F	Full Term	Day	Wells	28	4	79%	86%	3.58
Spring 2013	20125	AJ224	F2F	Full Term	Day	Wells	38	2	95%	95%	3.81

The charts above are based on an across the board evaluation of the classes being offered in a face-to-face classroom environment. We have split our courses across the day as evenly as possible. We offer all of our required classes during the evening hours, to afford our working students the opportunity to enroll. The remaining classes are spread out through the mornings and afternoons. We have also seen good success with classes we have been offering in 3 hour blocks during the day and on Fridays. These classes are set up the same as an evening class, but offered during the day, usually on a Monday or Friday, and have been popular with student population. This idea was originally offered to maximize our available classroom space due to the extended day format of the Police Academy Program. The academy would occupy three or four days per week, depending upon which part was being offered that semester. The remaining days that were unfilled by the academy became available for this one day a week format. It maximizes available classroom space and is very cost effective in terms of facility expenditures such as electricity and faculty availability.

Currently, we are not offering online classes. We are in the process of qualifying three classes to be offered online in the future, but they will not be available until the next school year. We will be bringing the classes online one per semester, if qualified, beginning with the AJ-102 Introduction to Criminal Law Class. This is a required class and will facilitate distance learning and availability for our students interested in this subject.

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

Student Outcomes by Gender/Ethnicity

Gender

	AJ								
	Female			Male			N/A		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	363	70%	91%	727	72%	88%	17	71%	82%
Fall 2011	250	71%	86%	506	74%	88%	12	83%	92%
Fall 2012	371	75%	87%	624	73%	91%	5	80%	80%
Spring 2011	393	69%	89%	761	68%	89%	18	89%	100%
Spring 2012	239	72%	88%	455	74%	90%	6	83%	100%
Spring 2013	332	79%	88%	620	74%	88%	3	67%	100%
Total	1948	73%	88%	3693	72%	89%	61	80%	92%

Ethnicity

AJ	African-Am			Am. Ind or A.N.			Asian			Filipino			Hispanic			Mexican, M.A.		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	3	67%	100%	1	0%	0%	4	100%	100%	2	50%	100%	576	68%	88%	385	75%	90%
Fall 2011	5	80%	100%	1	0%	100%							469	70%	87%	227	78%	89%
Fall 2012													791	74%	89%	137	72%	88%
Spring 2011	3	67%	100%				6	100%	100%				600	67%	89%	428	70%	88%
Spring 2012	1	100%	100%	1	0%	0%							485	71%	88%	153	80%	92%
Spring 2013	1	100%	100%										787	76%	88%	98	74%	90%
Totals	13	77%	100%	3	0%	33%	10	100%	100%	2	50%	100%	3708	71%	88%	###	74%	89%

AJ	Other			Other Hispanic			Pac Islander			Unknown, NR			White		
Term	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	2	100%	100%	25	84%	92%				50	76%	96%	59	75%	85%
Fall 2011				15	73%	87%				40	75%	83%	11	100%	100%
Fall 2012				11	55%	100%				59	71%	92%	2	100%	100%
Spring 2011				39	56%	82%				57	68%	91%	39	90%	92%
Spring 2012	1	100%	100%	16	69%	94%				36	78%	89%	7	86%	100%
Spring 2013				1	100%	100%				64	78%	88%	4	50%	50%
Totals	3	100%	100%	107	67%	89%	0	NA	NA	306	74%	90%	122	82%	89%

We have always been fairly consistent with regards to the diversity of our student population within the program. The numbers confirm this and demonstrate that our program is attractive to a wide variety of student groups. This is consistent with the overall population of the community and jobs within the region.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

Program Completion

Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)

Degrees		Awarded
A.S.	Administration of Justice	163
AS-T	Administration of Justice for Transfer	19

Certificates	Awarded
Administration of Justice	33

	2012-2013		2011-2012		2010-2011	
	Degrees	**Certificates**	**Degrees**	**Certificates**	**Degrees**	**Certificates**
Administration of Justice	63	13	54	10	35	5

As the chart illustrates, we have seen an increase in the number of Degrees and Certificates being awarded each year. This has continued in spite of the economic down turn a couple of years ago and the reduction, then increase in the number of courses being offered within the major. We are very mindful of what our students need for success and adapt our course offerings to meet that need. From posting available classes at the beginning of each semester to assist students in finding courses, to surveying our students as to what classes they need to complete their degree and offering those classes during summer/winter sessions. Our Department is committed to our students and works very hard to make each one of them successful.

Administration of Justice								
Term	Course	Title	# of Sections	Fill Rate	Enrollment	Success	Completion	WSCH/FTEF
Fall 2010	AJ100	Intro to the Admin of Justice	6	100%	208	62%	89%	520
Spring 2011	AJ100	Intro to the Admin of Justice	7	100%	240	69%	92%	514.29
Fall 2011	AJ100	Intro to the Admin of Justice	4	97%	136	65%	87%	510
Spring 2012	AJ100	Intro to the Admin of Justice	3	104%	109	52%	85%	545
Fall 2012	AJ100	Intro to the Admin of Justice	8	97%	272	72%	92%	510
Spring 2013	AJ100	Intro to the Admin of Justice	8	85%	239	67%	85%	448.13
Fall 2010	AJ102	Concepts of Criminal Law	3	91%	96	54%	84%	480
Spring 2011	AJ102	Concepts of Criminal Law	3	105%	110	65%	85%	550
Fall 2011	AJ102	Concepts of Criminal Law	3	107%	112	82%	95%	560
Spring 2012	AJ102	Concepts of Criminal Law	2	87%	61	59%	72%	457.5
Fall 2012	AJ102	Concepts of Criminal Law	5	87%	153	68%	84%	459
Spring 2013	AJ102	Concepts of Criminal Law	4	99%	138	69%	90%	517.5
Fall 2010	AJ104	Legal Aspects of Evidence	3	110%	116	59%	83%	580
Spring 2011	AJ104	Legal Aspects of Evidence	3	101%	106	54%	83%	530
Fall 2011	AJ104	Legal Aspects of Evidence	3	108%	113	59%	80%	565
Spring 2012	AJ104	Legal Aspects of Evidence	2	109%	76	62%	86%	570
Fall 2012	AJ104	Legal Aspects of Evidence	4	73%	102	87%	98%	382.5
Spring 2013	AJ104	Legal Aspects of Evidence	3	93%	98	79%	87%	490
Fall 2010	AJ106	Prin & Proc of the Just System	3	103%	105	80%	94%	525
Spring 2011	AJ106	Prin & Proc of the Just System	4	82%	115	59%	85%	431.25
Fall 2011	AJ106	Prin & Proc of the Just System	3	103%	108	70%	99%	540
Spring 2012	AJ106	Prin & Proc of the Just System	2	96%	67	70%	85%	502.5
Fall 2012	AJ106	Prin & Proc of the Just System	4	60%	84	79%	95%	315

Spring 2013	AJ106	Prin & Proc of the Just System	3	101%	106	75%	89%	530
Fall 2012	AJ108	Public Safety Report Writing	3	65%	68	54%	85%	340
Spring 2013	AJ108	Public Safety Report Writing	2	89%	62	100%	106%	465
Fall 2010	AJ110	L.E. Community Relations	2	93%	65	75%	83%	487.5
Spring 2011	AJ110	L.E. Community Relations	3	100%	100	83%	94%	500
Fall 2011	AJ110	Law Enf Community Relations	2	113%	79	91%	94%	592.5
Spring 2012	AJ110	Law Enf Community Relations	2	89%	62	89%	95%	465
Fall 2012	AJ110	Law Enf Community Relations	3	60%	63	68%	81%	315
Spring 2013	AJ110	Law Enf Community Relations	2	93%	65	102%	105%	487.5
Fall 2010	AJ120	Public Safety Communications	3	100%	105	73%	85%	525
Spring 2011	AJ120	Public Safety Communications	3	84%	88	70%	91%	440
Fall 2011	AJ120	Public Safety Report Writing	2	119%	83	77%	86%	622.5
Spring 2012	AJ120	Public Safety Report Writing	2	96%	67	64%	93%	502.5
Spring 2011	AJ121	Police Field Operations	2	99%	69	94%	97%	517.5
Spring 2012	AJ121	Law Enforcement Field Ops	1	111%	39	118%	123%	585
Fall 2012	AJ121	Law Enforcement Field Ops	1	89%	31	74%	87%	465
Spring 2013	AJ121	Law Enforcement Field Ops	1	91%	32	78%	97%	480
Fall 2010	AJ122	Criminal Investigation	1	106%	37	65%	84%	555
Spring 2011	AJ122	Criminal Investigation	2	101%	71	66%	89%	532.5
Spring 2012	AJ122	Criminal Investigation	1	100%	35	86%	91%	525
Fall 2010	AJ123	Juvenile Control	2	106%	74	72%	92%	555
Spring 2011	AJ123	Juvenile Control	2	107%	75	61%	93%	562.5
Fall 2011	AJ123	Juvenile Control	1	106%	37	62%	76%	555
Spring 2012	AJ123	Juvenile Control	1	111%	39	77%	95%	585
Fall 2010	AJ124	Criminology	1	103%	36	67%	92%	540

Spring 2011	AJ124	Criminology	2	114%	80	64%	93%	600
Spring 2012	AJ124	Criminology	1	149%	52	113%	117%	780
Fall 2010	AJ141	Arrest and Firearms	5	92%	143	83%	89%	496.6
Spring 2011	AJ141	Arrest and Firearms	2	61%	43	70%	81%	327.18
Fall 2011	AJ141	Arrest and Firearms	2	70%	35	100%	100%	266.31
Spring 2012	AJ141	Arrest and Firearms	2	60%	30	87%	87%	228.27
Fall 2012	AJ141	Arrest and Firearms	1	140%	35	74%	77%	517.71
Spring 2013	AJ141	Arrest and Firearms	1	104%	26	85%	92%	384.58
Fall 2010	AJ142	Reserve Officer Level III	1	126%	44	84%	86%	656.72
Spring 2011	AJ142	Reserve Officer Level III	1	120%	42	81%	83%	626.87
Fall 2011	AJ142	RBC Level III	1	109%	38	87%	87%	567.16
Spring 2012	AJ142	RBC Level III	1	89%	31	90%	90%	462.69
Fall 2010	AJ144	Reserve Officer Level II	1	63%	22	91%	91%	330
Spring 2011	AJ144	Reserve Officer Level II	1	89%	31	100%	100%	465
Fall 2011	AJ144	RBC Level II	1	63%	22	100%	100%	330
Spring 2012	AJ144	RBC Level II	1	77%	27	93%	93%	405
Fall 2012	AJ160	RBC Level III	1	126%	44	93%	93%	656.72
Spring 2013	AJ160	RBC Level III	1	97%	34	79%	82%	507.46
Fall 2012	AJ162	RBC Level II	1	51%	18	89%	89%	270
Spring 2013	AJ162	RBC Level II	1	120%	30	73%	73%	450
Fall 2012	AJ222	Criminal Investigation	1	97%	34	88%	91%	510
Spring 2013	AJ222	Criminal Investigation	1	89%	31	71%	77%	465

Fall 2012	AJ223	Juvenile Control	2	81%	57	70%	96%	427.5
Spring 2013	AJ223	Juvenile Control	1	100%	35	66%	89%	525
Fall 2012	AJ224	Criminology	1	100%	35	83%	89%	525
Spring 2013	AJ224	Criminology	1	117%	41	95%	95%	615

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

Just to continue to actively monitor the course selections for each semester, and adjusting as needed for the needs and size of our student population.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

Since the last Program Review we have started to offer classes during the day that only meet one day a week for 3 hours. Similar to the evening class offerings, these one day a week classes fill in for openings within the schedule created by the Police Academy and maximize the use of the available classroom space. They also create an alternative to our students in their scheduling routine. The classes meet for the same amount of time they would during the week, but concentrate the lesson plan into one day presentations. This allowed more freedom to our students in scheduling their classes and in getting the classes they needed to transferring and or graduate.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

The program is strong and very popular. We have seen an increase in the number of Degrees/Certificates being awarded and that is a direct reflection upon our efforts to make our classes available to our student population. The class offerings must be monitored to pull back, if necessary, so we don't offer too many classes during a given semester. This is an on-going endeavor and vigilance will always be the key in keeping this program viable into the future.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: To maintain the continued success of the program and to monitor the student enrollment to better serve the needs of our student population.		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: To continue to offer a high quality program that meets the needs of our student population.		
Task(s): Monitor student enrollment and adjust as needed to changing trends, semester by semester.		
Timeline: School year 2014 – 2015.		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

2	**FUTURE PROGRAM GOAL #2** Budget Priority #2	**INSTITUTIONAL GOAL(S)**
Identify Goal:		☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:		
Task(s):		
Timeline:		

EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal:		☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:		
Task(s):		
Timeline:		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

TOTAL BUDGET REQUEST	$_____

1. How will your enhanced budget request improve student success?

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: 1 Demonstrate knowledge and understanding of the U.S. Constitution and the subsequent Amendments pertaining to the Justice System	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: The AJ-100 class introduces the student to the criminal justice system. We go into detail about the constitution and foundation of law in AJ-102 Introduction to Criminal Law. These two classes lay the foundational information the student will utilize throughout their Certificate/Degree pursuit.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time.	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Demonstrate knowledge and understanding of the Criminal Justice System to include investigation of crimes, prosecution of offenders in court and incarceration of convicted perpetrators in the Correctional System	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: As the student progresses through their academic journey, they are afforded the opportunity to take various elective courses that augment the major course of study. Among these courses is the AJ-222 Criminal Investigation, which introduces the student into the requirements of a law enforcement investigation. The AJ-106 Principles and Procedures class goes into the operation of the court system. The AJ-223 Juvenile Procedures class introduces the student into juvenile custody and rehabilitation, as well as the special relationship juvenile law has in the criminal justice arena. AJ-224 Criminology expands upon the foundation the student has been developing by bringing in Sociology and Psychology fundamentals to the understanding of the why crime occurs and its impact upon society.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time.	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Demonstrate knowledge and understanding of the principles of a law enforcement report, in parti cular those elements of the Corpus (body) of the criminal act, the proper documentation of Witne ss Statements, and Evidence.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary: The AJ-108 Law Enforcement Report Writing teaches the student the legal requirements for law enforcement reports and documentation. The student incorporates the foundational knowledge obtained from their earlier courses into documenting events for legal reasons and requirements. The AJ-121 Patrol Procedures brings the student into the world of law enforcement and the utilization of those reports into a successful prosecution. The AJ-110 Community Relations class wraps the entire program together so the student can see how the partnership between the criminal justice system and the community they serve are a vital part of our society and the people who live there.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The courses are meeting the need and have been very effective at delivering the information, skills, and knowledge the students need to succeed in the program. No changes indicated at this time.	

***** ATTACH PLO/SLO GRID *****

Sub	#	Course Title	Dept	Div	Units	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
						Course SLOs	Course SLOs	Course SLOs	Course SLOs	Course SLOs	Course SLOs
AJ	100	Intro to the Admin	PBSF	EWD	3		Done 1,2	No Data	1	2	XXX
AJ	102	Concepts of Criminal Law	PBSF	EWD	3			Done 1,2,3	XXX	XXX	1,2,3
AJ	104	Legal Aspects of Evidence	PBSF	EWD	3		Done 1	XXX	Marcuson 1	XXX	2
AJ	106	Prin. & Proc. of the Justice System	PBSF	EWD	3			???	Rodriguez 1	XXX	2
AJ	108	Public Safety Repo	PBSF	EWD	3		Done 1	XXX	Serrano 1	(Serrano) 2	XXX
AJ	110	Law Enforcement Community Relations	PBSF	EWD	3		Done 1,2,3	XXX	1	2	XXX
AJ	121	Law Enf Field Ops	PBSF	EWD	3			XXX	Wells 1	Mason 2	XXX
AJ-Post	141	Arrest & Firearms	PBSF	EWD	3.5			Done 1,2,3,4,5	XXX	(Felix) 1,2,3,4,5	XXX
AJ-Post	160	RBC Level III	PBSF	EWD	10			No data	(Wells) 1-5	XXX	(Wells) 2-10
AJ-Post	162	RBC Level II	PBSF	EWD	13.5			No data	(Wells) 1-5	(Wells) 6-10	XXX
AJ-*122*	222	Criminal Invest.	PBSF	EWD	3		Done 1,2,3	Not offered	Mason 1	XXX	(Mason) 1,2,3
AJ-*123*	223	Juvenile Control	PBSF	EWD	3		Done 1,2,3,4	Not offered	Marcuson 1	XXX	(Marcuson) 1,2,3
AJ	224	Criminology	PBSF	EWD	3			XXX	(Wells) 1,2,3	XXX	(Wells) 1,2,3

Fall 13	Spring 14	Fall 14	Spring 15	Fall 15	Spring 16	Fall 16	Spring 17
Course SLOs	Course SLOs	Course SLOs	Course SLOs	Course SLOs	Course SLOs	Course SLOs	Course SLOs
1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3	XXX
XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3
XXX	3	XXX	1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3
XXX	3	XXX	1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3
1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3	XXX
1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3	XXX
1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3	XXX	1, 2, 3	XXX
1,2,3,4,5	XXX	1,2,3,4,5	XXX	1,2,3,4,5	XXX	1,2,3,4,5	XXX
XXX	(Wells) 1-5	XXX	(Wells) 2-10	XXX	(Wells) 11-15	XXX	(Wells) 1-5
(Wells) 11-15	XXX	(Wells) 1-5	XXX	(Wells) 6-10	XXX	(Wells) 11-15	XXX
XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3
XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3
XXX	1,2,3	XXX	1,2,3	XXX	1,2,3	XXX	1,2,3